

## Justice Institute of British Columbia COURSE OUTLINE

**Course Code:** CY276

**Course Title:** Caring for Transgendered Youth: Guidelines for Health and Social Service Providers

**Prerequisite Courses:**

**Sponsoring Division:** Community and Social Justice Division, Centre for Counselling and Community Safety

**Previous Course Code & Title:**

# of Credits:	.5
---------------	----

### Course Description:

This course is designed for professional youth care and service providers wanting to become better equipped to: work respectfully, competently with youth experiencing varying degrees of gender identity distress; and to take a leadership role in transgender/transsexual care access and management within their workplace. Presented from a youth needs perspective throughout, the morning topics include terminology and respectful language, identifying/reducing barriers to care, safety, psychosocial issues, sexuality and relationships, and BC's current care delivery/funding status. The afternoon focuses on more clinical aspects: common indicators, diagnostic/assessment specifics, treatment options, prioritizing needs of multiple issues, comprehensive care and your role (multidisciplinary team approach), family supports/resources, professional development resources for providers. Materials provided. Questions are encouraged throughout.

### Course Goal(s):

The goal of this one-day course is to provide health and social service providers with sufficient information and confidence to A) begin or continue to provide suitable relevant supports for gender-variant and transsexual youth and their families, and B) to feel better equipped to take an active leadership role in creating, developing and maintaining credible trans supports within the workplace, including facilitating clinical care access where applicable.

### Course Learning Objectives:

**Upon successful completion of this course, the learner will be able to:**

1. Understand essentials of gender identity issues, including transsexualism and its impact on youth and their families
2. Provide effective supports and accurate information to gender-variant and transsexual youth and their families
3. Provide vital complimentary care in conjunction with clinical diagnostic assessors where applicable (pre-assessment preparatory support, post-assessment debriefing etc)

4. Take an active progressive role in workplace policy and curriculum development with regards to gender-variant and transsexual youth issues
5. Locate contacts for current accurate materials, resources, ongoing professional development and consultation needs

**Course Topics/Content:**

- History of trans care in BC; terminology and respectful language
- Sex and gender; social transgender movement; current origins research
- Coming out issues and safety; internal, external stressors; benefits of early intervention (social, medical), risks of avoidance
- Creating a trans-inclusive workplace environment
- Current provincial, national overview re trans health care access, funding, delivery model development
- Acknowledging personal biases
- Comprehensive care and a multi-disciplinary team approach: best practices
- Locating competent assessors specialized in childhood & adolescent issues, esp. sexuality, gender development in youth.
- Diagnostic assessment overview: common indicators, diagnostic criteria, eligibility v.s. readiness; reversible and irreversible treatment options
- Factoring in concurrent mental health issues
- Crucial significance of ongoing complimentary care and support from providers not necessarily specialized in sexuality/gender issues; why your role in ongoing support is vital for best outcome
- Helping youth and families cope: managing reactions (theirs and others), diffusing harassment and violent retaliations; age-appropriate supports, emotional and relational skills, resources (pre-and post-adolescent, parents)
- Cultural, religious considerations
- Supporting non-supportive parents

**Text and Resource Materials:** Use APA style; specify chapters where applicable. ([APA Style Guidelines](#))

**Required:**

**Recommended:**

**Course Level:**

	First Year		Second Year		Third Year		Fourth Year
x	Other (describe):						

**Equivalent Course(s) within the JIBC:**

**Class Delivery Methods:**

Some courses are delivered using a range of methods within one class (course section) or alternative methods in different classes. Please outline the most common delivery options used for this course. The total class hours should be the same for each option.

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	7.0			
Simulation/Lab	N/A			
Practicum/Fieldwork	N/A			
Online	N/A			
Correspondence	N/A			
<b>Total Class Hours</b>	7.0			

**Comments on Delivery Methods:**

**Related Program(s):** (where applicable)

**Credit Transfer exists at:** (List Institutions with official transfer agreements and name equivalent courses)

**Course Grading System:**

Check the system that applies to this course:

<input type="checkbox"/>	Letter Grades	<input type="checkbox"/>	Percentage	<input checked="" type="checkbox"/>	Pass/Fail	<input type="checkbox"/>	Credit/No Credit
<input type="checkbox"/>	Complete/Incomplete	<input type="checkbox"/>	Attendance Only	<input type="checkbox"/>	Not Applicable		

<b>Passing Grade:</b>	Pass
-----------------------	------

*JIBC Standard Grading Scale for Letter, Grade Point and % Grades:*

Letter Grade	Grade Points	% Range	Letter Grade	Grade Points	% Range
A+	4.33	90-100	C+	2.33	64-67
A	4.00	85-89	C	2.00	60-63
A-	3.67	80-84			
B+	3.33	76-79	C-	1.67	56-59
B	3.00	72-75	D	1.00	50-55
B-	2.67	68-71	F	0.00	0-49

**Evaluation Activities and Weighing:** (complete the %'s which apply – total must equal 100%)

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%



**Comments on Evaluation:**

100% attendance in the class

**Other Course Guidelines, Procedures and Comments:**

**View the Justice Institute of BC Policies listed below at:**

<http://www.jibc.bc.ca/studentServices/main/AcademicServices/policies.htm>

Access Policy  
Harassment Policy  
Prior Learning Assessment Policy  
Student Code of Conduct

Academic Appeals Policy  
Intellectual Property Rights Policy  
Research on Human Subjects: Ethics  
Student Records